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FOR
SECONDARY
SCHOOL

2

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AMADEKAR

Ev pirtûk ji aliyê Komîteya Ingilîzî ve hatiye amadekirin.

LÊVEGER

- Komîteya Şopandinê
- Komîteya Fotoşopê
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Ev pirtûk ji aliyê Saziya Minhacan ve, wek pirtûka wanedayînê, ji bo dibistanan hatiye pejirandin.

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UNIT 1

Returning Home

Vocabulary List

scold (v): to criticize someone angrily

overjoyed (adj): extremely happy

hospitality (n): being very friendly and generous to guests, visitors or strangers

stroll (v): to walk in a relaxed or leisurely way

agriculture (n): the science of farming

I have been living in Australia for a long time. I left my home in Syria to study medicine in Sydney. However, last week, I went home to *Amude* for the first time in ten years. Though many things have stayed the same, many things have changed, too.

When I walked into the door to my home, my mother **scolded** me. She asked why I had not taken my shoes off. "Sorry, Mom." I said, "It is normal to wear shoes inside in Australia." However, she was **overjoyed** that I had come home. I had forgotten about the **hospitality** of people here. Everywhere I went, people invited me to their home for a warm cup of tea and a big meal.

The next day, I went outside for a **stroll** and noticed all of the new buildings. There were now tall apartment buildings and even a big shopping mall like the ones in Australia! I had lunch with my old neighbors. They were amazed that I had spent so many years away from home. They asked me many questions about life in Australia. "Were your neighbors in Australia just like us?" They asked. I laughed. "I didn't know who my neighbors were in Australia. I never met them." I replied. They were shocked at this.

In the evening, my brother and sister came from *Qamishlo* to visit us. When I left, my brother was 16 and my sister was 10 years old. My sister is studying **agriculture** at the university in Qamishlo now, and my brother and his wife opened a restaurant there. They have two daughters. I had never met his daughters before, and was very excited to see them for the first time.

When I first returned home, I was planning to stay for a short time and return to Australia. However, when I saw my home town again, I realized how special it is. The love and hospitality here is something that you cannot find anywhere else. I decided to stay in *Amude* and work at the hospital. My family was very proud that I decided to use the skills I had learned in Australia to help the people here.

- Discuss the following with your friends.

- Do you have any family members who were not born in your home town? Do they miss their home and want to go back?

- How do you think it feels to return to your home town after spending many years away?

- Now, imagine that you have gone to another country to study or work. Write a paragraph about the things you would miss the most about your home town.

Reflexive Pronouns

Reflexive pronouns are used when the object of the sentence is the same as the subject.

- Be careful with that knife. You might cut **yourself.**
- Susan is teaching **herself** Spanish.

Subject	Reflexive Pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
they	themselves
you (plural)	yourselves

We use reflexive pronouns with the preposition **by** when we want to show that someone did something alone or without any help:

- I walked home **by myself.**
- My brother lives **by himself** in a big house.

We also use it to emphasize the person or thing we are talking about, especially if we are talking about famous people.

- **Hasakeh itself** is actually a big city.
- **The president himself** came to the ceremony.

We often put the reflexive pronoun at the end of the clause when we are using it for emphasis:

- **I** made this hummus **myself**.
- **She** fixed the car **herself.**

Reflexive pronouns can be used after almost any transitive verb, but these verbs are the most common:

amuse	**cut**	**hurt**	**dry**
enjoy	**kill**	**teach**	**introduce**
help	**prepare**	**satisfy**	**blame**

- Write the correct reflexive pronoun.

1. They are taking photographs of ________.
2. Be careful. Don't hurt _____ with that lighter.
3. I bought _____ a sandwich before I walked home.
4. The dog had gotten ______ stuck in the well.
5. Susan introduced _____ to the class.
6. We blamed _____ for making such a mess.
7. Ibrahim protected _____ from sickness by getting a vaccine.
8. "I hope you have all prepared _____ for the exam," the teacher said.

UNIT 2

At the Airport

Vocabulary List

round trip (n): a journey to a place and back again; a journey with a return

one way (n): a journey to a place without returning

luggage (n): suitcases or other bags used to store personal items for travelling; also called **baggage**

suitcase (n): a bag with a handle and a lid, used for carrying personal items

unattended (adj): not supervised or looked after

prohibited (adj): forbidden; banned; not allowed

checkpoint (n): an entrance, usually at a border or airport, where security checks are done on travelers

Gate Agent: Good morning, ma'am. May I see your passport, please?

Passenger: Yes, of course. Here you are.

Gate Agent: Thank you. So I see you're traveling to Cairo. Is that **round-trip,** or **one-way**, Mrs. Haddad?

Passenger: It's one-way.

Gate Agent: Do you have any **luggage**, other than your hand bag?

Passenger: Yes, I have this **suitcase.**

Gate Agent: Put it on the scales, please.

Passenger: Ok. Here you are.

Gate Agent: Ok, that's just inside the weight limit. Did you pack your bag yourself?

Passenger: Yes.

Gate Agent: And have you left it **unattended** at any time before or since arriving at the airport?

Passenger: No, I haven't.

Gate Agent: Have you seen the list of **prohibited** items for hand bag?

Passenger: Yes, I've just got one small bottle of perfume. It's under 100 ml, I'm sure.

Gate Agent: I see. You might have to show that at the security **checkpoint.**

Passenger: Okay.

Gate Agent: Would you prefer an aisle seat or a window seat?

Passenger: Aisle, please, and as near the front as possible.

Gate Agent: Sure thing, ma'am. I can give you seat number K3, on the aisle.

Passenger: Oh, that's fine, thank you.

Gate Agent: Here's your boarding pass. Watch the screens for the boarding gate once you're in the departure lounge.

Passenger: Right. Is there any delay on the flight?

Gate Agent: No, it should be on time today.

Passenger: Thank you.

Gate Agent: Have a good flight. Next, please!

Security Checkpoint

Baggage Claim

Runway

Boarding Gate

Phrasal Verbs

A phrasal verb is a verb made up of a main verb and an adverb or a preposition. The meaning is not usually apparent from looking at the words themselves.

The gate agent said I had to **check in** two hours before my flight.

I **dropped off** my bags with the gate agent before boarding the plane.

I had some problems **getting out** of New York because the flight was delayed.

I **sat down** in my seat.

Phrasal verbs can be intransitive (having no direct object):

1. She couldn't **calm down.**
2. I can't do this anymore. I **give up.**

They can also be transitive (having a direct object):

1. It was difficult to **calm** her **down.**
2. I **gave up** the work. It was too hard.

If the phrasal verb is intransitive, the verb and the adverb are never separated:

~~**Stand** from your chair **up.**~~

Stand up from your chair.

If the verb is transitive, however, the verb and the adverb can be separate or together.

Will you **pull down** the curtains?

Will you **pull** the curtains **down**?

List of phrasal verbs		
Phrasal Verb	**Meaning**	**Example**
agree with	to have the same opinion as someone else	I **agree with** you that we should arrive early.
blow up	1. to explode 2. to get angry	1. The soldiers **blew up** the enemy base. 2. She **blew up** at me when I said no.
break down	1. to stop working 2. to lose control of one's emotions	1. My car **broke down** before I even left town. 2. Jeff **broke down** when his friend died.
call off	to cancel	My mother got sick, so we **called off** the trip.
calm down	to become more relaxed, less angry, or upset	It took me hours to **calm down** after I saw them bully my friend.
carry on	to continue	They **carried on** working until 4:00.
deal with	to handle or take care of a problem	She does not **deal with** stress very well.
end up	to finally arrive at a state, place, or action	If you don't study in school, you will **end up** without a job.

find out	to discover or get information	I don't know what that word means, but I'll **find out.**
get off	to leave (a bus, train etc.)	We need to **get off** the bus at the next stop.
give up	to stop doing something	She **gave up** cigarettes last year.
hold on	1. to wait 2. to grip tightly	1. Tell her to **hold on** for a minute, I will arrive soon. 2. **Hold on** to the rail, or you will fall down.
pass out	to faint	She **passes out** when she sees blood.
pick up	to collect someone or something	Can you **pick** me **up** at the airport tomorrow?
run out of	to have no more of something	We should go to the store before we **run out of** milk.
stand up	to rise from a sitting position	Since she has gotten old, it is hard for her to **stand up** without help.
take care of	to look after	Please **take care of** my cat while I am away.
watch out	to be careful	**Watch out** for the hole in the sidewalk.

- Match the phrasal verb with the sentence. Write the whole sentence in your notebook.

We have _______ of tea. Can you get some more at the store, please?	pass out
She _________ the whole story to try to explain why she didn't do her homework.	go back
Nadia ______ her ring everywhere, but didn't find it.	turn off
We have to _______ to the restaurant – I left my glasses there.	looked for
_______ the computer before you go to sleep.	run out
I'm sorry I was late – my car ______ on the highway.	made up
Can you _______ something for dinner on your way home?	passed away
_______ the bus at the next stop, and the library will be on your left.	pick up
Sadly, Sefwan's father _________ last week. He was 96 years old.	broke down
I am very dizzy. I think I might __________.	get off

- Choose the correct preposition to complete the phrasal verb.

1. Please clean (up, in, out) your bedroom before you play outside.
2. Ali's hair started to fall (on, under, out) when he was only 35 years old.
3. Berfin likes to dress (on, up, in) before going out with her friends.
4. My grandmother fell (down, at, off) the stairs yesterday, but thankfully she was not hurt.
5. I wanted to give (around, down, up), but I promised myself that I would finish the race.
6. I usually wake (up, down, in) at 6:30 in the morning.
7. Our teacher hands (under, out, on) our final exam papers.
8. My father is out of town this weekend, so my grandmother will be looking (on, after, with) us.
9. If you hold (for, away, on) just a minute, your food will be ready soon.
10. The plane took (down, after, off) from Cairo at exactly 7:53 A.M.

UNIT 3

Movies

Vocabulary List

entertainment (n): an event, performance, or activity to amuse and entertain others

director (n): a person who directs the making of a film

script (n): the written text of a play, film, or TV program

plot (n): the general story of a movie

cast (n): actors in a play, film, or TV program

special effects (n): illusions in films created by camera work or computer images

subtitle (n): text at the bottom of the screen which translates the dialogue of a film

Movies are one of the most popular sources of **entertainment** worldwide. Everyone, regardless of age, gender, or country, enjoys movies. But movies are actually a relatively new form of entertainment.

In 1895 in Paris, the Lumiere brothers were the first people to show a film for paying customers. At this time, films were usually short – no more than a few minutes. They often had no **script, plot,** or even a full **cast,** and they were colorless and silent. However, someone frequently played music along with the film.

Starting in the 1910s, the film industry grew larger and larger around the world. Films grew longer and began to tell entire stories, instead of just showing the news or short scenes. The first full-length film with sound, *The Jazz Singer,* came out in America in 1927. In the 1930s, a process was created that allowed filmmakers to easily make color films.

Because of these advances in filmmaking technology, the 1930s and 1940s became known as the "Golden Age" of cinema. While movies were made around the world, the most famous film location was in Hollywood, California, USA. This "Golden Age" of Hollywood, when the average person would go to the cinema twice a week, continued until the 1960s. After this time, films began to compete with television, and fewer and fewer people went to the cinema.

In the 1980s, cinema made a comeback. New technology means that films are bigger and more beautiful than ever before. Advances in 3D technology and digital **special effects** have allowed **directors** to create things that they never thought were possible. Many films have **subtitles** in multiple languages, and speakers of every language can understand and enjoy these films. Cinema has come a long way from the days of short, silent, black-and-white films, and only time will tell what the future of cinema will look like.

Film Kinds

Action films are films with lots of action scenes, like battles, stunts, explosions, and fast driving.

Horror films will try their best to scare you. They feature monsters, killers, and other scary things.

There are many different types of **comedy** films, but in general, comedies are funny movies meant to make you laugh.

Drama films show serious life stories, like someone overcoming an illness or living through a war.

Documentaries are films that follow real life stories. Many documentaries look at real world problems, nature and animals, scientific discoveries, or the lives of real people.

Animation films are cartoons. Some are for children, but nowadays, many animated films are complex films made for people of all ages. There are animated films of every genre, from comedy to horror and action.

Science fiction movies are set in the future. They may be about other planets or about the future of Earth. They often have elements of action films like chases or battles.

- Discuss the following with your friends.

- What is your favorite film kind?
- Do you think that films can be educational?
- Who is your favorite actor? Why do you like him or her?

- Write a paragraph about your favorite film.

Determiners of Difference

The determiners **other** and **another** refer to something different, remaining, or additional. They are placed before a noun. **The other** is treated separately because its usage is a little different.

Other is used for plural countable nouns and all uncountable nouns. It can be used alone, or with other determiners like **some**, **any**, or **no**. If it is used with a plural countable noun and one of these determiners, the noun may be omitted when it is understood from the context. In that case, other becomes **others**.

- Do you have any **other** socks?
- There are some **other** snacks in the kitchen.
- Some of my friends went to the football match, but **some others** went to the museum.

Another is used for singular countable nouns. For uncountable nouns, **another** is often used with measure words that are singular (time, meter, etc.).

- Do you have **another** sock?
- It should be **another** meter longer.

The other is used for any noun that uses the article "the". If it is modifying a plural countable noun, the noun may be omitted. In that case, other becomes **others**.

- Where is **the other** sock?
- This is just one sock. Where is **the other**?
- He only ate one of the sandwiches. I ate **the others.**

Pre-Determiners

Pre-determiners like **such, what, quite,** and **rather** are words used to express an opinion about the noun that they modify. They are often used to express strong emotions like surprise.

Form:

pre-determiner + indefinite article + adjective + noun

- **What** a lovely day!
- That is **such** a beautiful dress. Where did you buy it?
- That is **quite** a small car.

- Fill in the blank with the correct determiner of difference (other, others, another, the other, the others).

1. We have no _____ ideas.
2. Both of the shirts were pretty, but I like ____ shirt more.
3. I can see you are sick. I will come and visit _____ time.
4. Can you hand me _____ bag, please?
5. There are only three chocolates in this bag. Where are ______?
6. I like these shoes, but I want a pair of blue ones. Do you have any ______?
7. Would you like ____ cup of tea?
8. No _____ dog is bigger than this one.

- Read the sentences. Write down the pre-determiners you see in the sentence.

1. He had such a deep cut that we brought him to the doctor to get stitches.
2. I went to the theater quite early to be able to get a good seat.
3. That film was rather long, don't you think?
4. What a beautiful garden! I can't wait until the spring, when the flowers start to grow.
5. That exam was quite difficult, wasn't it?
6. They must be crazy to believe such nonsense.
7. My aunt kept saying what an exciting football match it was.
8. It was rather cold outside, so I brought my jacket.

UNIT 4

The Local Economy

Vocabulary List

export (v): to send goods or services to another country for sale

industry (n): economic activity that involves making raw materials into goods in factories

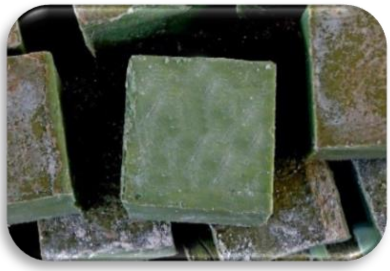
textile (n): a type of cloth or fabric

import (v): to bring goods or services into a country from another country

rely (v): to depend on

Every country has certain products that keep its economy running. For example, some countries produce a lot of oil, and others create and **export** clothing or food products. Our region is no different.

Our region is mostly an agricultural region, which means that we mostly produce plants and vegetables. Wheat is the most popular crop grown here, but we also grow lentils, cotton, and chickpeas. Some farms grow spices like cumin and sesame seed. Our region is also famous for its olives and pistachios. There are millions of olive and pistachio trees growing here. Our olives are so famous that tens of thousands of liters of olive oil are sent around the world every year. Soap is also made from these olives. About 70% of our economy is related to agriculture.



The 30% of the economy that is not related to agriculture is related to **industry** and trade. For example, there are several factories in the Afrin region that make soap, olive oil, construction materials, **textiles**, shoes, and other clothing. Other factories in other parts of Northern Syria make cement and other construction materials.

Oil and natural gas are plentiful in our region. There are thousands of oil wells in the Jazira region, from Rimelan to Deir ez-Zor. Oil that is produced here is **imported** by surrounding countries. It is also used by local people to produce electricity and to power their cars. Though our region is very productive, it does have to import many things, like technology and machine parts.

- Determine whether each product is an import or an export of our region. Write "import" or "export".

1. Cotton
2. Mobile phones
3. Wheat
4. Olives
5. Cars
6. Oil
7. Natural Gas
8. Televisions
9. Cumin
10. Lentils

cotton

lentils

chickpeas

pistachios

cumin

sesame seeds

- Discuss the following with your friends.

- Do you like imported products or products made in our region more?
- Do you use any imported products in your house? What are they and where do they come from?
- Do you think it is good for a country to **rely** on imported products?

Future Perfect Tense

The future perfect tense talks about a completed action in the future. We use this when we are talking about our potential actions in the future and looking back at something that will be completed at a time later than now.

Form:

Subject + will have + Verb 3 + Complement

- I **will have left** by the time you arrive.

Negative Form:

Subject + will not have + Verb 3 + Complement

- If he continues to work this slowly, Ali **will not have finished** the project by next week.

Interrogative Form:

1. Will + Subject + have + Verb 3 + Complement ?
2. Question word + will + subject + have + Verb 3 + Complement ?
   - **Will** she **have eaten** when I pick her up from the airport?

- Write the future perfect tense form of the verb in parentheses.

1. By this time tomorrow, we ____ (leave) for our vacation.
2. By this time next month, Bangin ____ (teach) English for two years.
3. The police hope that by Thursday, they ____ (catch) the thief.
4. Mary ____ (sell) her house by next week.
5. By this time tomorrow, I expect that you _____ (start) your work.
6. In 2020, I _____ (live) in Deir ez-Zor for six years.
7. The janitor _____ (clean) the whole building by five o'clock.
8. When she finishes her doctoral studies this year, she _____ (receive) three different degrees.

- Change the statements in future perfect tense into negative statements.

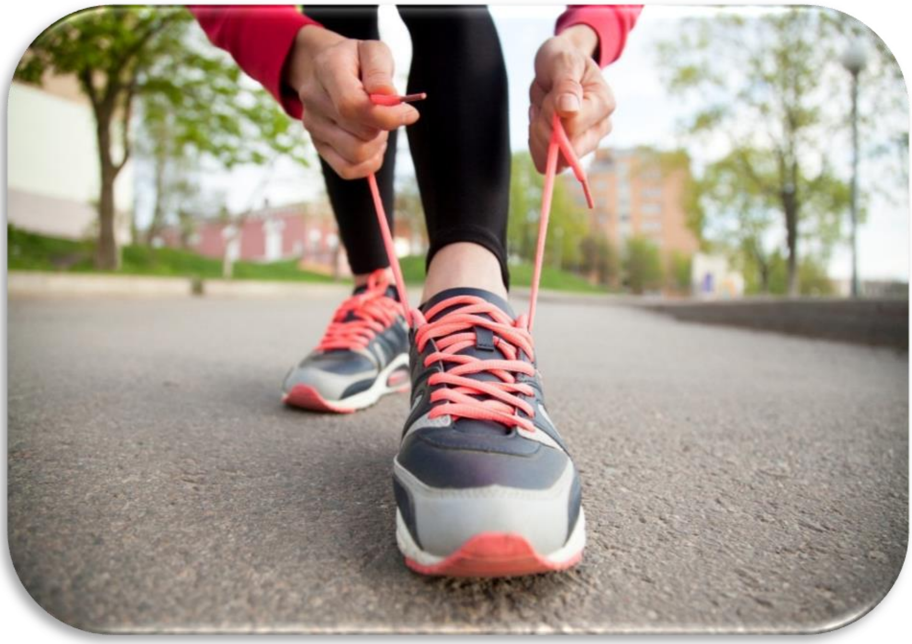
1. She will have finished her work by this evening.
2. We will have eaten dinner when we arrive to your house.
3. We will have gone to the cinema before you arrive.
4. Hopefully, we will have changed our plans by Monday.

- Change the statements in future perfect tense into questions.

1. It will have stopped raining by tomorrow morning.
2. You will have completed the assignment by Wednesday.
3. Egid will have met with us by noon.
4. She will have already seen the film when she begins the class.

UNIT 5

Be Fit, but Be Safe



Vocabulary List

stitch (n): in medicine; a loop of thread or string used to close a cut

strain (v): to injure a body part by overworking or overexerting it

sprain (v): to injure a ligament by twisting it, causing pain and swelling

elevate (v): to raise or lift to a higher position

concussion (n): unconsciousness or confusion caused by a blow to the head

stretch (v): to extend a body part to its full length to warm up its muscles

slam (v): to crash into someone or something; to shut something forcefully

Sports and games are important to keep the body and the mind fit and healthy. However, to stay in the game and avoid injury, it's important to follow a few rules.

Sports can cause injuries if you are not careful. Some of them are minor and obvious, like scrapes and cuts. If you get a cut or scrape, hold a clean cloth against the cut until it stops bleeding. Then, wash it well with warm, soapy water. Make sure to clean any dirt or rocks from the cut. If the cut is big and won't stop bleeding, go to the doctor. They will use **stitches** to close it.

Muscles contract and relax, just like rubber bands. A **strain** is when a muscle is stretched too far. A **sprain** is when your ligaments, or the tissue that attach the bones together, are stretched too far. If you think you have a strain or a sprain, stop playing right away. **Elevate** the injured body part and put ice on it, if possible. If you are still in pain after resting, see a doctor. They can find out if you have a strain, sprain, or broken bone.

It's normal to bump your head during sports. Though it may hurt, it's usually not serious. **Concussions** happen when the brain hits the skull much harder than normal. Concussions, while rare, are very serious. If someone passes out, has a very severe headache, trouble walking, vision problems or trouble speaking after they hit their head, they need to go to the hospital immediately.

Some injuries can be prevented. For example, you can avoid strains by **stretching** before you exercise to get blood flowing to your muscles. Always be careful when playing with others – don't play too rough or **slam** into other players. Wear protective clothing for your preferred sport, like helmets or protective pads.

Finally, don't play sports if you are injured. If you have a strain, sprain, concussion, or broken bone, make sure to rest until you are fully healed. Don't play any sports again until your doctor says that it is ok.

- Discuss the following with your friends.

- What do you think is the most dangerous sport?
- What are some of the risks of exercise?
- What can you do to make exercising safer?

Future Perfect Continuous Tense

The future perfect continuous tense refers to an action that is currently unfinished but will be finished at some future time. It is most often used with a time expression.

Form:

Subject + will have been + Verb 1 + -ing + Complement

- Next year, I **will have been working** at this company for 10 years.

Negative Form:

Subject + will not have been + Verb 1 + -ing + Complement

- Come to my house tomorrow, when it **will not have been raining.**

Interrogative Form:

Will + Subject + have been + Verb 1+ -ing + Complement ?

- How long **will** they **have been travelling** when they return home?

- Write the future perfect continuous form of the verb in parentheses.

1. She _____ (not/play) football, so she will not be wearing her sports clothes.
2. How long ____ (you/work) on this project when it is finally finished?
3. I _____ (answer) questions all morning, so I would prefer to eat my lunch alone.
4. By 10 AM, I ____ (sleep) for ten hours.
5. Armanj ____ (cook), so the kitchen will be warm.
6. When we meet, I _____ (not/walk) – I will be driving my new car.
7. ______ (Beritan/wait) for very long when we pick her up?
8. ______ (you/stay) in China for a long time when you return?

UNIT 6

The Power of Nature: Hurricanes

Vocabulary List

diameter (n): the length from one side of a circle to another through the center

furious (adj): full of anger or energy; violent or intense

extensive (adj): covering or affecting a large area

power outage (n): a loss of electricity to a certain area

catastrophic (adj): involving or causing sudden great damage or suffering

uproot (v): to pull something (usually a plant or tree) out of the ground

A hurricane is a large, rotating storm with strong winds and heavy rain. It forms over warm waters in tropical areas. As warm air over these oceans rises, it is replaced by cool air. The cool air then starts to warm and rises as well. This forms huge storm clouds, which start to rotate with the spinning of the Earth. A storm becomes a hurricane when its wind speed is over 119 kilometers per hour (km/h). They are massive, and can be over 900 kilometers in **diameter** and taller than 14 kilometers!

The center of the hurricane, an area of low pressure in which there are no clouds and the wind is calm, is called the eye. However, the most **furious** winds and heaviest rain are along the edges of the eye. Hurricanes form in places where there is a lot of warm ocean water. Because of this, they usually form in the same places: near India, East Asia near China and Japan, Southeast Asia and Australia, and on the East Coast of the United States near Florida and Mexico.

Heavy wind and rain brought by a hurricane can cause **extensive** damage. Strong winds can rip walls and roofs off of houses. Hurricanes can bring floods as deep as seven meters. Flying objects carried by the winds can also injure or kill people.

Like earthquakes, hurricanes are measured on a scale, called the Saffir-Simpson scale:

- **Category 1:** 119 – 153 km/h. Minor damage to roofs. Some damage to trees or street signs.
- **Category 2:** 154 – 177 km/h. Roofs, walls, and windows may be damaged. Low-lying areas may flood. Some **power outages** may occur.
- **Category 3:** 178 – 209 km/h. Poorly built homes may be destroyed entirely. The risk of injury to people and animals increases. There may be no electricity or clean water for several days or several weeks after the storm.
- **Category 4:** 201 – 249 km/h. These storms can cause severe damage to people, animals, and buildings. There will be heavy damage to all types of buildings, and losses of power and water lasting weeks. Areas as far as 10 kilometers inland can flood.
- **Category 5:** 250 km/h +. Storms of this category are extremely dangerous. They can cause **catastrophic** damage. Homes, apartments, and even larger buildings like shopping centers can be entirely destroyed. Almost all trees in the area will be **uprooted.** Power outages can last for several months. Oftentimes, no one will be able to live in the area for weeks or months.

- Discuss the following with your friends.

- What kind of damage can a hurricane cause?
- Have you ever seen a hurricane on the news?

  What kind of damage did it do?

The aftermath of Hurricane Katrina, 2005

Quantifiers

Quantifiers are determiners, like pre-determiners or determiners of difference. They are adjectives or adjective phrases that answer the question, "how many?" or "how much?" Quantifiers include the words **a few, a little, much, many, a lot of, most, some, any,** and **enough.**

Only with uncountable nouns	With all types of nouns	Only with countable nouns
a little	no, none, not any	a few
a bit of	some	several
much	any	many
amount of	a lot of	number of

Some and **Any**

Some is used in descriptive sentences. It is used in interrogative sentences only when you expect the answer to be "yes", or when you are making an offer to someone. It is also used when making a request, or asking for something.

- I picked up **some** books from the library.
- Do you want **some** juice?
- Can I borrow **some** money?

Any is used with the word **not** in negative sentences. It is also used in simple questions.

- She does **not** want **any** help.
- Is there **any** sugar in the kitchen?

A few and **few, a little** and **little**

While **a few, few, little,** and **a little** may seem similar, they are actually very different. They are used to express a positive or negative opinion about something.

To express a positive opinion, we use **a few** or **a little**. This implies that the subject doesn't have a lot, but has enough.

- I have **a little** free time on Thursday.
- Osman has **a few** flowers in his garden.

To express a negative opinion, we use **few** or **little**. This implies that the subject doesn't have enough, or maybe has nothing at all.

- **Few** people visited him in the hospital (he had very few visitors, or maybe no one visited him at all).
- I have **little** time to play games (I have almost no time to play games, or maybe I have no time at all).

Qualifiers

Graded qualifiers are used to compare quantities of nouns. They are similar to comparatives and superlatives, but they compare nouns instead of adjectives. The superlative always follows the article **the**.

Quantifier	**Comparative**	**Superlative**
With countable nouns		
many	more	most
few	fewer	fewest
With uncountable nouns		
much	more	most
little	less	least

- There are **many** people in America, and **more** people in India, but China has the **most** people.
- Jack had **less** sugar than Jill, but Jerry had the **least.**
- Australia has very **few** people per square kilometer, and Mongolia has even **fewer** people, but Greenland has the **fewest.**

- Choose the correct determiner (some or any).

1. I didn't find (some, any) problems with your computer.
2. Could you please give me (some, any) paper? Yes, I can.
3. She always puts (some, any) sugar in her coffee.
4. There are (some, any) apples on the table.
5. Are there (some, any) eggs in the fridge?
6. You can't buy (some, any) bags in this shop.
7. The bus can take you to (some, any) town in Syria.
8. Can I have (some, any) more juice?

- Read the news report. Choose the correct quantifier.

I'm Jane Harris with Channel 9 News, reporting from Northville, where the hurricane struck two days ago. There is still too (much, many) water on the roads for workers to enter the city. I have never seen this (many, much) cars lined up on the road, waiting for the water to recede. The (amount, number) of water here is incredible.

(Many, much) buildings were damaged on the north side of town, but thankfully, (less, fewer) were destroyed in the south part. There is still (a little, a few) rain falling, but it has mostly stopped.

Today we spoke with James Smith, one of the residents of Northville. "We can't find (some, any) food." He told the Channel 9 News team. "Helpful neighbors found (some, any) medicine for our daughter. It's good to know that even in the middle of this disaster, there are still (a few, few) good people willing to help each other."

Lucky for those living in Northville, Mr. Smith's story is not unique. A large (amount, number) of people have volunteered their time and resources to help hurricane victims here. Though initially, government workers had (little, least) hope for Northville, the efforts of everyday citizens have turned the situation around.

UNIT 7

Art

Vocabulary List

reflect (v): to represent or embody something

miniature (adj): much smaller than normal

portray (v): to depict something in a work of art or literature

evolve (v): to develop gradually

monument (n): a statue, building or other structure built in memory of a notable person or event

Art is one of the hardest words to define. From the beginning of human life, humans have created art to express themselves. Historians have found art that is hundreds of thousands of years old.

Cave painting, Chauvet Cave, France, 32,000 years ago

Early cave paintings **reflected** the life of ancient humans. The most common themes in cave paintings are handprints and scenes related to animals and hunting. **Miniature** sculptures are also commonly found. Most of them **portray** women, and demonstrate how important women were to ancient tribes.

Venus of Willendorf, Austria, ~30,000 B.C.

As humans **evolved**, art evolved along with them. With the beginning of human civilization, art changed from scenes of hunting and tribal life to scenes of war and stories told through paintings. Some societies made extremely large **monuments**, like pyramids or city gates. Many paintings on these monuments focused on the afterlife, like the paintings inside Egyptian tombs.

Egyptian Tomb, ~1300 BCE

Augustus of Prima Porta, **Artist Unknown, 1st Century A.D.**

The ancient Greeks and Romans made both large, impressive structures and smaller, individual pieces of art like statues and paintings. Many Greek and Roman statues were very realistic portrayals of humans.

Starting in the Middle Ages, a lot of art was based on religion. Many Christians and Muslims alike made art as tribute to their respective religions. Artists made art about religion, daily life, war, nature, and many other subjects.

Pietà, **Michelangelo, 1499**

Today, there are hundreds of different types of art. Some are more traditional like paintings and drawings. Some modern artists even create art on computers.

- Discuss the following with your friends.

- Do you like to make art? If so, what types of art do you like to make?
- Do you think cartoons, films or video games can be art?

- Write a paragraph about a piece of art that you have seen that affected you. What did you like about it? Do you know who made it?

GUERNICA, **PABLO PICASSO, 1937**

Collocations

A collocation is a group of words that are usually used together by native speakers.

For example, if you are talking about a long and powerful storm, you would say it has **heavy rain**. To native speakers, this makes sense and sounds natural. However, to say **strong rain** or **big rain** does not sound normal, and would not be used by English speakers.

Collocations are important to understand both everyday speech and English literature. There are many collocations in English, but knowing even a few of them will help you sound more fluent and allow you to understand books, movies, news programs, and more.

There are several different types of collocations, but here are some of the main ones:

1. adjective + noun (**extreme pain,** not ~~**big pain**~~)
2. noun + noun (**bar** of **soap**, **pair** of **shoes**)
3. noun + verb (**lions roar,** not ~~**lions shout**~~)
4. verb + noun (**do homework**, not ~~**make homework**~~)

Here are some adjective collocations and their most common uses:

1. **heavy**
   a. weighing a lot: heavy bag/heavy suitcase
   b. worse than usual: heavy traffic, heavy snow
   c. made of something thick: heavy coat, heavy sweater
2. **strong**
   a. having a lot of physical power: strong person, strong wind, strong animal
   b. holding a serious opinion or belief: strong supporter, strong opponent
   c. easy to hear, feel, see, or smell: strong accent, strong smell
   d. having a lot of flavor: strong coffee, strong cheese
3. **rich**
   a. having a lot of money: rich man, rich family
   b. very interesting and diverse: rich history, rich culture
   c. a food that contains a lot of fat, eggs, or oil and makes you feel full quickly: rich cake, rich sauce

- Choose the correct adjective collocation (strong, heavy, or rich).

1. I was late to work because I was stuck in _____ traffic.
2. The _____ wind almost knocked me over.
3. The cake was so _____ that Michael could only eat a few bites of it.
4. Evin was a ______ supporter of women's rights.
5. Our country has a very ______ tradition of music and literature.
6. I put on my _______ coat and went out into the snow.
7. There was a _______ smell coming from the garbage can.
8. He was carrying a very _____ suitcase.

Common Verb Collocations		
have	**do**	**make**
have a bath have a drink have a good time have a problem have a relationship have a rest have lunch have sympathy	do business do nothing do someone a favor do the cooking do the housework do your best do your hair do your homework	make a difference make a mess make a mistake make a noise make an effort make furniture make money make progress make room make trouble
take	**break**	**catch**
take a break take a chance take a look take a rest take a seat take a taxi take an exam take notes take someone's place take someone's temperature	break a habit break a bone break a promise break a record break a window break someone's heart break the ice break the law break the news to someone break the rules	catch a ball catch a bus catch a chill catch a cold catch a thief catch fire catch sight of catch someone's attention catch someone's eye catch the flu

pay	**save**	**keep**
pay a fine	save electricity	keep a diary
pay attention	save energy	keep a promise
pay by credit card	save money	keep a secret
pay cash	save one's strength	keep calm
pay someone a visit	save someone a seat	keep control
pay the bill	save someone's life	keep in touch
pay the price	save time	keep quiet
pay your respects	save yourself the trouble	keep someone's place
		keep the change
come	**go**	**get**
come close	go abroad	get a job
come early	go bad	get a shock
come first	go bald	get angry
come into view	go blind	get home
come last	go crazy	get lost
come on time	go deaf	get married
come prepared	go fishing	get nowhere
come right back	go mad	get permission
come to a decision	go missing	get ready
come to an agreement	go out of business	get started
come to an end	go overseas	get the message
	go quiet	get upset
	go to war	get wet
		get worried

- Match the sentence with the correct collocation.

No matter how much I clean, the children always end up ______ again.	taking a taxi
After many days of hour-long meetings, I think we are finally ______.	catching a cold
She is not spending much money lately. She is ______ to buy a new car.	making a mess
I hate this job! I am ______ working here. The days are too long and I am stressed.	keeping a secret
It is too far for Mizgin to walk – she will be ______ instead.	breaking the law
The shop is having a sale because they are ___. They will close forever next week.	having lunch
Sosin is not very good at ______. She always tells everyone everything.	going crazy
They were ______ when they stole from the shop.	going out of business
I have been sneezing a lot lately. I think I am ______.	coming to a decision
Mohammed and Leyla will be ______ at the restaurant at noon.	saving money

- Pick five verb collocations from the table above. Write five sentences using the collocations.

UNIT 8

Education

Vocabulary List

privilege (n): a special right or advantage that is only given to a particular group

rigorous (adj): extremely thorough and careful

selective (adj): involving the selection of the most suitable or qualified people

overwhelmed (v): to give too much of something

mentor (n): an experienced and trusted adviser

equitable (adj): fair and impartial

volunteer (n): a person who works without being paid

Education is one of the most important parts of society. Since the beginning of human civilization, there has always been an education system.

In ancient Sumer, only the sons of the richest and most important people went to school. School mostly involved students memorizing sentences and writing them down on clay tablets. From historic accounts, we know that school was not pleasant for these students. Teachers were very strict and sometimes would even hit their students with a stick if they did their work incorrectly.

For much of human history, education was like this. Thankfully, in the late 19th century, education began to change. Society began to see education as a right for everyone, instead of a **privilege** given only to the rich and successful. Now, there are many school systems which care for and nurture students, rather than simply filling their heads with information that they will repeat at a later date. Here are some of the best school systems in the world today:

Finland has one of the best education systems in the world. All teachers are required to have master's degrees. Teaching programs in Finland are the most **rigorous** and **selective** programs of study in the country.

Schools in Finland start between 9:00 and 9:45 in the morning, and end at 2:00 or 2:45 in the afternoon. They have longer class periods, and longer breaks. This allows students to get enough rest and not be **overwhelmed** by too much work or information.

Finnish schools are smaller – there are fewer teachers and students. Sometimes a student can have the same teacher for many years. In this way, the teachers get to know the students very closely. They understand which students learn in which manners and which ones need extra help. They become **mentors** to their students.

Finnish students also have less homework. On average, Finnish students only do a half an hour of schoolwork after the school day is over. They are able to focus on growing and learning as human beings without the added stress of hours of homework every night.

Canada's school system, while not as high-performing as some other school systems in the world, is considered one of the most **equitable.**

Schools in Canada start earlier than in Finland, around 8:00 or 8:30, and go until 3:30 or 4:00. As in Finland, teaching schools in Canada are competitive. Canadian teachers must have advanced degrees and have some outside experience. Most teachers in Canada go abroad to teach as **volunteers** before they teach in Canada. These teachers return to Canada with an open mind and experience teaching many different types of students.

People point to Canada's large immigrant population

as a reason for its success. More than one-third of young people in Canada come from families where both parents are immigrants. These families push their children to succeed in education.

In many countries in the world, different schools perform differently. However, in Canada, almost all the schools perform the same. There is very little difference between the exam scores of rich students and poor students. Every Canadian student has the opportunity to succeed, no matter their economic situation or country of origin.

- Discuss the following with your friends.

- Should education be compulsory?
- How could the education system in your country be improved?
- Are there things that your school does not teach that you think it should?

- Write a paragraph about the education system in your country. Do you think it is a good system? What would you change about it?

Words Often Confused

Some words are often confused by non-native English speakers. A lot of these are **homophones**, or words that are pronounced the same but have different spellings and meanings. Some words are pronounced differently, but sound very similar to non-native speakers.

accept (v): to agree with, to agree to receive something They liked my proposal, so they **accepted** it.	**except (prep):** not including; other than I like every ice cream flavor **except** vanilla.
advice (n): a recommendation given to someone about their future She gave me **advice** about studying before the exam.	**advise (v):** to give someone advice or suggestion I **advise** you to study before the exam.
affect (v): to have an effect on, to make a difference in Pollution has **affected** the earth's climate.	**effect (n):** a change which is the result of an action Rising sea levels are just one of the **effects** of climate change.
lose (v): to be unable to find something; to fail to win at something Our team **lost** the match. I **lost** my mobile phone at the party.	**loose (adj):** not fitting tightly or securely The pants were too **loose**, so I bought a pair in a smaller size.

desert (n): a waterless, barren area with few plants and little water **desert (v):** to abandon something Some **deserts** get less than 3 centimeters of rainfall a year. The soldier **deserted** his post.	**dessert (n):** a sweet course eaten at the end of a meal After dinner, I ate a cake for **dessert.**
sight (n): the ability to see; something that is able to be seen. **Sight** is one of the five senses. She screamed at the **sight** of the snake.	**site (n):** an area of ground on which a town or building is built The builders arrived at the **site** at 8 o'clock to start their work.
principal (n): the head of a school The **principal** called a meeting with all of the teachers.	**principle (n):** a basic truth or proposal that is the foundation for a theory or belief Free elections are an important **principle** of democracy.
bear (n): a large hairy animal **bear (v):** to support the weight of something, to endure something The **bear** slept all winter. He couldn't **bear** the weight of the heavy boxes.	**bare (adj):** uncovered; naked My **bare** hands were freezing in the cold, snowy weather.

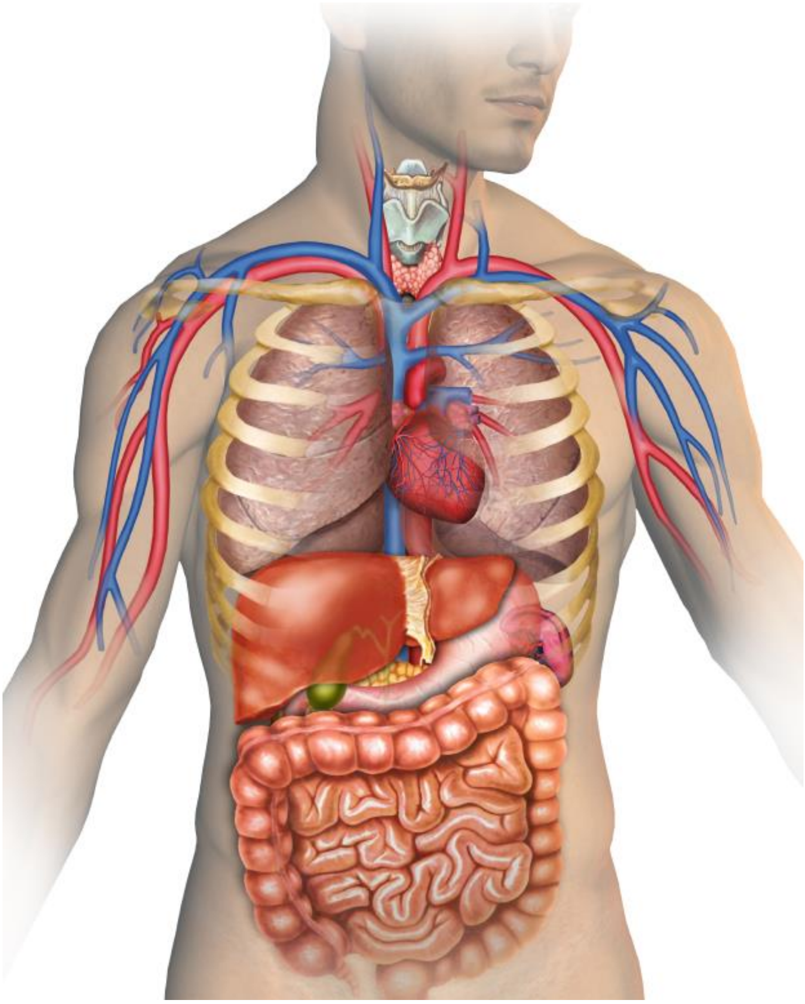
coarse (adj): rough, not smooth I ran my fingers through the horse's **coarse** hair.	**course (n):** a series of lessons; a route or direction followed by a ship, aircraft, river, etc. The airplane continued north on its **course.** I took a long English **course.**
fair (adj): treating people equally It wasn't **fair** that he got to eat his food before everybody else.	**fare (n):** the price of a ticket for a journey or event The **fare** to Hasakeh is 500 pounds.
flower (n): a colorful plant with a pleasant smell The **flowers** in her garden were a beautiful color.	**flour (n):** the white powder made from grinding wheat You need **flour** and water to make bread.
role (n): an actor's part in a play or film He played the **role** of the hero in the film.	**roll (v):** to move by turning over and over The ball **rolled** down the hill.
breath (n): air taken into or pushed out of the lungs I held my **breath** as I swam underwater.	**breathe (v):** to inhale or exhale air It was hard for me to **breathe** with all the smoke in the air.

- Choose the correct word.

1. The recipe called for two cups of (flour, flower).
2. My mother always gives me good (advise, advice).
3. The ship was three kilometers off (coarse, course).
4. I could not (bear, bare) the thought of being away from home for so long.
5. We visited the historic (site, sight) of Urkesh yesterday.
6. Put your keys in your pocket before you (lose, loose) them.
7. You have to pay the (fair, fare) before you get on the bus.
8. The Sahara is the largest (desert, dessert) in the world.
9. I took a deep (breath, breathe) and jumped into the swimming pool.
10. Fayruz was not just a singer – she played several (rolls, roles) in movies and TV shows.
11. Spending too much time on the internet can have a negative (affect, effect) on children.
12. (Accept, Except) for Alan, all of us are from Kobane.

UNIT 9

How the Body Works



Vocabulary List

parasite (n): a living thing that lives in or on another living thing and gets food and sometimes shelter from it, and usually causes harm to it

antibody (n): a substance that the immune system produces to fight diseases

blood vessel (n): a tube that carries blood in the circulatory system

vein (n): a blood vessel that carries blood without oxygen from the body to the heart

artery (n): a blood vessel that carries blood with oxygen from the heart to the body

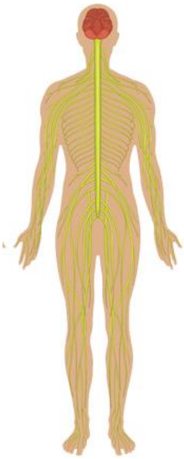
nerve (n): cells that send messages to the brain; they feel cold, heat and pain

neuron (n): cells in the brain and spine that send and receive messages

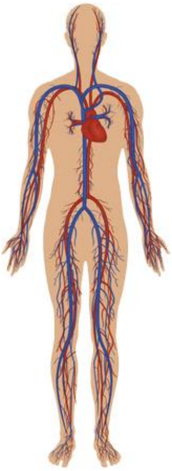
spine (n): a series of bones that run from the brain to the lower back; the backbone

The human body is made up of twelve systems that keep it working. Today, we will talk about four of those systems.

Nervous System



The nervous system is the control center of the body. This system is made of the brain, **spine**, **nerves,** and **neurons**. The nervous system controls the body's sense of smell, hearing, taste, sight and touch. The brain is the largest part of the nervous system.



Circulatory System

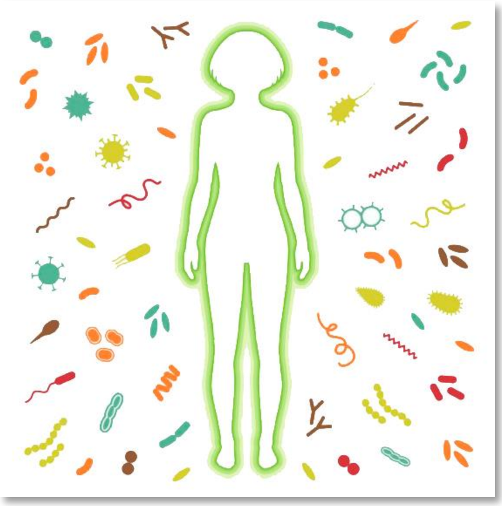
The circulatory system transports materials through the body. It carries nutrients, oxygen and water to different **cells** in the body and removes waste the cells create. The main parts of the circulatory system are the heart, blood, and **blood vessels** called **veins** and **arteries**. The heart beats more than 110,000 times a day! Its main goal is keeping the blood flowing through the body.

Muscular System

The muscular system partners with the skeletal system to help the body move. The muscular tissues cool and heat the body under the skin. Involuntary muscles are ones you can't control, like the ones in your stomach or heart. Voluntary muscles are the ones you can control. There are around 650 muscles in the human body.

Immune System

The immune system is like the body's army. It finds and destroys foreign objects, like viruses, bacteria, and **parasites** that make you sick. It is made of white blood cells and antibodies. Bone marrow creates white blood cells, which fight disease. White blood cells attack a disease and destroy it.



- Answer the questions in your notebook.

1. Which body system fights against disease?
2. What are the blood vessels that take blood away from the heart called? What are the blood vessels that take blood to the heart called?
3. How many muscles are in the human body?
4. Which body system controls our senses?
5. What is the difference between voluntary and involuntary muscles?
6. What is the main goal of the circulatory system?
7. Where are white blood cells made?
8. What do neurons do?

Passive Voice

We use the passive voice when we are more interested in the object or person that **experiences** the action, rather than the object or person that **does** the action.

Form:

Subject + Verb "to be" + Verb 3 (past participle) + rest of sentence

To form a sentence in passive voice:

- The object of the active voice sentence becomes the subject of the passive voice sentence.
- Change the verb tense (use "to be" + past participle).
- The subject of the active voice sentence becomes the object of the passive voice sentence.
- The cookies were baked on Friday.
- The school is cleaned every day.

If we want to say who or what performs the action in passive voice, we use the preposition **by.**

- The cookies were baked **by** Amanda.
- The school is cleaned **by** the janitor.

Tense	Active Sentence	Passive Sentence
Simple Present	John writes the song.	The song is written by John.
Present Continuous	John is writing the song.	The song is being written by John.
Simple Past	John wrote the song.	The song was written by John.
Past Continuous	John was writing the song.	The song was being written by John.
Present Perfect	John has written the song.	The song has been written by John.
Past Perfect	John had written the song.	The song had been written by John.
Simple Future	John will write the song.	The song will be written by John.

The passive voice is often used with infinitives. It is used with modal verbs and other verbs followed by infinitives.

- You **must be invited** to the party to attend.
- She **may be tested** on her English grammar skills.

It is also used with gerunds.

- I remember **being taught** how to drive.
- Hajar enjoys **being driven** around the city.

- Write the active voice sentence in passive voice.

1. My mother drove me to school.

2. Cigarettes killed Robert.

3. Police caught the thief.

4. The Hurrians built Urkesh.

5. They filmed the movie *Safar Barlik* in Lebanon.

6. Rescue workers found the lost boy.

7. The people of the city elected Dr. Jaber as mayor.

8. A talented group of actors performed the play.

9. Alexander Fleming discovered the antibiotic penicillin.

10. An older man from Kobane bought my car.

- Rewrite the underlined sentences in active voice.

Vaccines are like a training course for the immune system. They prepare the body to fight disease without actually making it sick.

Vaccines have a long history. It was noticed by ancient people that if someone got a particular disease once, they did not get it again. Sometimes they would take very small amounts of fluid from a sick person and inject it into a healthy person's veins. Though some people got sick and died from this, many survived and were immune to the disease.

The science of immunology, or the study of the immune system, was invented by the English doctor Edward Jenner. He noticed that women who milked cows often got a disease called cowpox. These women were not affected by a similar but much deadlier disease called smallpox. In 1796, he tested this theory by taking cowpox and putting it inside a small boy's cut. After he recovered from his illness, he was immune to smallpox. This was the world's first real vaccine.

Over the next two centuries, many vaccines for other diseases, like polio and tetanus, were developed by scientists. By 1979, smallpox had been eliminated by vaccines. Many other diseases like polio and measles are almost completely gone.

UNIT 10

Climate Change

Vocabulary List

climate (n): weather conditions in an area over a long period of time

thrive (v): to grow or develop well

evacuate (v): to remove someone from a dangerous place to a safer place

uninhabitable (adj): a place that is not able to be lived in

Climate change is a change in weather patterns over time. In the history of the world, the climate has often changed by itself. In recent times, however, humans have been affecting the climate in a negative way.

Normally, the layer of gasses around our Earth is thin enough to allow heat to escape. This keeps our world at the perfect temperature for all living creatures. However, increasing pollution means that this layer becomes thicker, and heat is trapped. Because of this, every year, the planet is getting hotter and hotter. This rise in global temperature has already begun to cause many problems. Here are some effects of man-made climate change:

Extreme weather, like hurricanes and tornadoes, is becoming more common. Over the past twenty years, the number of hurricanes and snowstorms has increased greatly.

As a result of snow melting sooner in the year and drier forest conditions, the number and size of **wildfires** are increasing every year. This destroys animal habitats and threatens people's homes.

Melting ice is threatening many Arctic animal species. Animals like polar bears may now find themselves stuck on floating pieces of ice, unable to find solid land.

Melting ice also causes **rising sea levels**. Many people living in coastal areas are in danger of losing their homes to the rising waters.

Higher temperatures also mean that more water evaporates, which leads to **drought**. Lakes and rivers are drying up, and sometimes animals have to travel much farther to find water. It is also destroying agriculture, as many crops are dying without enough water.

Mosquitoes **thrive** in hot weather, so climate change also means that it is easier for **diseases** like mala

- Discuss the following with your friends.

- What is climate change?
- Do you think climate change is the fault of big companies or individuals?
- What can both large cities and individuals do to fight climate change?

Gerunds

A **gerund** is a verb that is used like a noun in a sentence. It ends in "-ing". It looks similar to a present participle, but is used differently.

Gerunds and infinitives are similar, but most of the time, they have specific uses. There are specific situations that use gerunds, and specific situations that use infinitives.

We use **gerunds** as the subject of the sentence:

- **Smoking** causes cancer.
- **Eating** too much red meat is bad for your health.

We use them as complements of the verb "to be":

- One of his jobs **is cooking** for the president.
- One of the hardest things about English **is understanding** grammar.

If the verb comes after a preposition, a gerund must be used. This often means that gerunds are used with phrasal verbs, as phrasal verbs are made up of a verb and a preposition. Remember: many phrasal verbs use the preposition "to"; this does not mean that the "to" is part of an infinitive verb. To check whether or not you should use the gerund, put the word "it" after the word "to". If the sentence makes sense, you should use the gerund.

- Can you chew your food **without opening** your mouth, please?
- Sarah is good **at playing** the tembur.
- I am **used to hearing** the same song every day.
- He **looks forward to meeting** with her.

Finally, we use the gerund in compound nouns.

- Put on your **running shoes.**
- Ahmed went to the pool for a **swimming lesson.**

Infinitives

An **infinitive** is the base form of a verb. It has two forms: the "to-infinitive" and the "zero infinitive":

To-infinitive: to + base	Zero-infinitive: base only
to read	read
to swim	swim

Usually, the to-infinitive is the one used in a sentence, and the zero infinitive is what you will find in a dictionary. However, there are exceptions to this.

We use the **to-infinitive** in order to express the purpose of an action. Here, the word **to** has the same meaning as **in order to.**

- She came **to collect** her son from the airport.
- I am calling **to ask** you if you understood the homework.

It is used to show how something will be used. In this way, it follows a noun or pronoun:

- Take this money and buy the children something **to eat.**
- The city decided to build the children a place **to play.**

The to-infinitive is often used after adjectives:

- It is not very nice of you **to destroy** Timmy's work like that.
- It is important **to brush** your teeth every night.

The to-infinitive is used with the verbs like **ask, explain, decide, forget, know, show** and **tell** and a question word:

- Baran asked me how **to complete** the homework.
- I forgot where **to put** the adjective in this sentence.

It is used to make a comment or judgment about a noun:

- That was a stupid thing **to do.**
- What you said was a very rude thing **to say.**

Finally, it is often used with the adverbs **too** or **enough** to express a reason for someone's happiness or unhappiness with something:

- This food is **too** hot **to eat.**
- You aren't old **enough to go** outside by yourself.

There are also specific situations in which we use the **zero infinitive** instead of the to-infinitive. For example, after auxiliary verbs:

- She **can't speak** to you right now.
- I **might stay** for one more night.

It is used with verbs that talk about the senses:

- We all saw her **fall** down the stairs.
- We heard them **open** the door.

The zero infinitive is used with the word "why" when making suggestions:

- **Why wait** until tomorrow?
- **Why buy** two of them when one is enough?

Some verbs are followed by gerunds, some are followed by infinitives, and some can be followed by either a gerund or infinitive, with the meaning staying the same. For example, the verb **start**:

- I started **walking** to school at 8 o'clock.
- I started **to walk** to school at 8 o'clock.

Verbs followed by gerunds	Verbs followed by infinitives	Verbs that can be followed by either a gerund or an infinitive
admit	agree	allow
avoid	aim	attempt
consider	appear	begin
deny	bother	continue
dislike	care	fear
enjoy	claim	hate
escape	decide	like
finish	demand	love
forgive	fail	permit
imagine	hope	prefer
involve	learn	omit
keep	manage	recommend
mind	offer	start
miss	prepare	
prevent	pretend	
propose	promise	
resist	refuse	
risk	swear	
save	volunteer	
stop	vow	
suggest		
understand		

- Choose the correct verb form (gerund or infinitive) for the sentence.

1. I asked him (to show, showing) me his book.
2. The campers went (to find, finding) some wood for their fire.
3. I avoid (to eat, eating) too much sugar.
4. Rubar keeps (to forget, forgetting) to feed the cat.
5. That was a very mean thing for Kawa (to say, saying).
6. Nujin and Jiyan went (to see, seeing) the fireworks.
7. Kerim wants (to swim, swimming) with us.
8. I am too tired (to work, working) today.
9. Please stop (to talk, talking) during the lesson.
10. He doesn't remember (to ask, asking) her about the homework.
11. They considered (to go, going) to Kobane for the weekend.
12. We offered (to help, helping) the elderly woman with her bags.

UNIT 11

Voting

Vocabulary List

constitution (n): a set of basic laws and principles that define the way a country is governed

election (n): a formal decision making process by which a group of people chooses people to represent them in government

representative (n): a person chosen to act or speak for other people

democracy (n): a system of government by the whole population of a state, usually through elected representatives

right (n): a moral or legal entitlement to do something

duty (n): a moral or legal obligation, a responsibility

Voting is a basic **right** of any citizen that lets them choose the leaders of tomorrow. Many people do not vote, thinking one vote will not make a change, but as a matter of fact, it does. A nation's political foundation is built using **elections.**

Voting is a basic process that keeps a country's government working. It lets citizens choose their own government by allowing them to choose their **representatives.** These representatives make laws and policies for the benefit of the citizens. Voting also gives people the right to question their government about issues that they think are important. In a **democracy**, voting is the one of the best ways for people to express their opinions.

Article 26 of our region's **constitution** says:

Everyone has the right to participate in political life, be elected and vote according to the law.

It is not just a right, but a **duty** of every citizen of our country to vote. Individuals may think their vote does not make a difference, but votes can change both economic and social policy where you live.

- Discuss the following with your friends.

- What is the minimum voting age in your country?
- Do you think it is important to vote? Why or why not?
- There are many political parties in our region. Can you name some of them?

-Now, get into groups with your friends. Pick two members of your group to read each speech below out loud.

Hello and welcome, my dear friends,

For too long, our country has been run by inexperienced politicians who care more about themselves than our own citizens. Now, you all have the choice to change our country for the better.

First, I plan to strengthen our nation's economy by proposing the building of several large factories. This will allow our economy to grow by increasing the amount of exports and decreasing the amount of imports.

Second, I plan to make our country environmentally friendly. For too long, our politicians have not cared about the cleanliness of our country. I plan to hire more workers to clean up the streets of our cities. I will also propose new recycling centers and parks to make our country beautiful.

Third, I am proposing the building of public train lines that span across our country. This will allow people without their own cars, such as students, the elderly, and the poor, to travel across the country as they please.

My opponent, while she has good intentions, does not have the experience to run a government. I have been working in politics for many years, and know how to properly represent my citizens.

If I am elected, I promise to bring peace and prosperity to our country for as long as I am in office.

Ladies and gentlemen,

Our country has come to a standstill, and now you have the power to change history. If you elect me to be your representative, there are several things I will do to ensure that your needs are met.

First of all, I plan on proposing to put more money in schools. This is important not only to meet the needs of today, but to encourage young minds for the future. This new funding would be used to hire good teachers and build new schools.

Second, economic development is on the minds of most of you. For many years, government leaders have not paid attention to our economy. I plan to change all of that. I am proposing a project that would promote small businesses and shops to help our local economy.

Third, I am proposing the building of new roads across our country as well as in our cities. For years, roads have gotten worse, and many of them cannot be driven on anymore.

And finally, my opponent has said that I am too inexperienced. He is right – I am not a politician who has lost touch with the people. My work as a teacher has given me a unique perspective on the challenges you face.

If elected, I promise to give my all and make sure your voices are heard.

- With your friends, draw a table in your notebook like this:

Candidate #1:	Candidate #2:

-Write down which issues each candidate discussed in their speech.

-Now, discuss with your friends. If these were real candidates, which one would you vote for and why?

Review: Verb Tenses

There are many verb tenses in English. Here are the most-used tenses:

Simple Present	He walks to school.
Present Continuous	He is walking to school.
Simple Past	He walked to school.
Past Continuous	He was walking to school.
Present Perfect	He has walked to school.
Past Perfect	He had walked to school.
Simple Future	He will walk to school.

- Write the correct form of the verb in parentheses.

1. Every Monday, my mother ___ (drive) me to school.
2. Shh! Be quiet; the baby ____ (sleep).
3. I ____ (visit) so many beautiful places since I ____ (come) to America.
4. When I _____ (arrive) to the office, the meeting ______ (begin/already).
5. When my sister ____ (return) home from living abroad, I ____ (not/recognize) her.
6. I hate the winter because it _____ (always/rain).
7. She ____ (play) football when she ___ (hurt) her knee.
8. I ____ (just/turn on) the TV when you ____ (knock) on the door.
9. I told Johnny that we will arrive just before the movie _____ (start). He said that he ____ (buy) tickets for us.
10. She told me she ____ (take) care of the children while you are gone.

UNIT 12

Outer Space

Vocabulary List

solar system (n): a group of planets that all orbit the same sun

orbit (v): to move in a circle around something

atmosphere (n): the layer of gasses surrounding the Earth or other planets

demanding (adj): something that requires a lot of skill or effort

gravity (n): a force that pulls two objects together; most often, a force that pulls objects towards the ground

experiment (n): a scientific procedure that is done to test a hypothesis or demonstrate a fact

Outer space is the region outside of our Earth. It is enormous – scientists say that it has no end and no beginning. There are many things that we still do not know about space; however, we do have information on our own **solar system.** Our solar system is made up of the sun and the eight planets that **orbit** it.

Mercury is the smallest planet in our solar system, and the closest to the sun. Because it is so close to the sun, time is very strange on Mercury. One day on Mercury is like 59 days on Earth, but a year on Mercury only lasts 88 days.

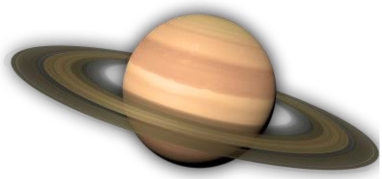
Even though **Venus** isn't the closest planet to the sun, it is the hottest. The average temperature on Venus is 462 degrees. It is easily visible from Earth, and is the brightest object in the night sky.

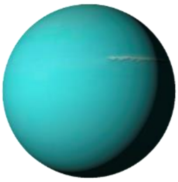
Earth is our home planet. It is special because over 70% of it is covered in water. Its distance from the sun and its oxygen-filled **atmosphere** means that it is perfect for living creatures like us.

Mars, often called the Red Planet, is a cold desert world. It is red because of the iron in its soil. With its seasons, ice, volcanoes, and changing weather, it is similar to Earth, but its atmosphere is very thin.

Jupiter is the largest planet in our solar system. It is covered in huge, constantly moving storm clouds. It is mostly made of gas, and doesn't have a solid surface like Earth. Some storms on Jupiter, like the Great Red Spot, have been going on for hundreds of years.

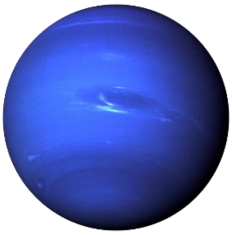
Saturn is surrounded by beautiful rings made of pieces of ice and rock. Like Jupiter, it is mostly made of gasses like hydrogen and helium.





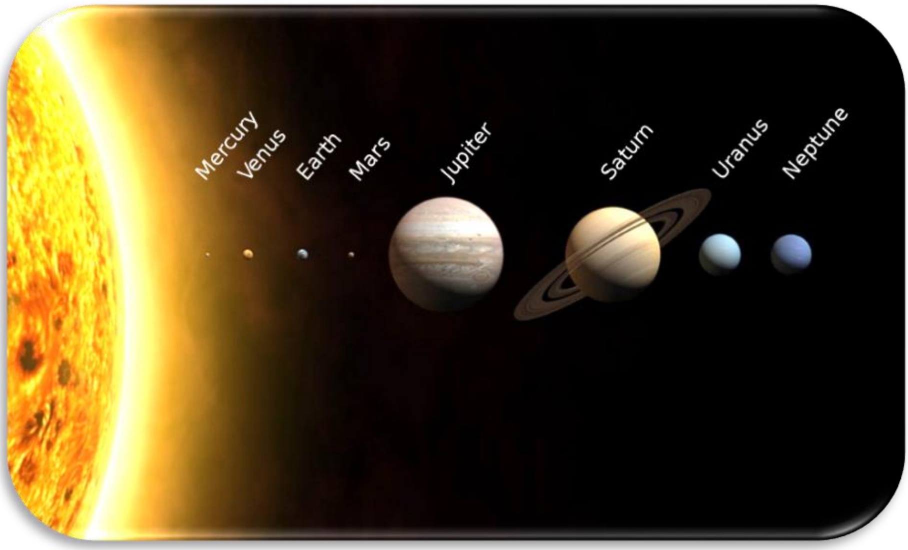
Water, gases, and various liquids make up the planet **Uranus,** which has a small rocky center. A gas called methane gives Uranus its unique blue color.

Neptune is the furthest planet from the sun. It is cold, dark, and windy. The average temperature on Neptune is 200 degrees below zero. It is similar to Uranus in that it is made of water and other gases floating above an icy center. One day on Neptune takes only 16 Earth hours, but one year on Neptune is like 165 years on Earth.



- Discuss the following with your friends.

- What do you think would be the most interesting planet to visit? Why?
- What is the most interesting thing you know about space?



Student: Thank you for coming to the museum to talk to us, Ms. Ansari. None of us have ever met a real astronaut before. We are all excited to learn about what life in space is like. First, what does it take to be an astronaut?

Astronaut: Of course. So first, it takes many years of study before you even begin astronaut training. Most astronauts study science in university. Some of them serve in their country's air force as pilots first. You also have to know how to speak English well, so that you can talk to and understand the other astronauts.

Student: What is the training like?

Astronaut: The training is very **demanding**. It takes several years and has many phases. Astronauts must train their bodies to be used to the unique conditions of outer space, like tight, cramped spaces and a lack of **gravity.** We train underwater to get used to this feeling. We also have to learn all of the controls for the space stations on which they will be working.

Student: What do astronauts really do in space? Do they just sit inside the space station all day, or is there work to do?

Astronaut: Being an astronaut is very hard work. We work twelve hours a day, and each day is planned out. Most of our time is spent doing scientific **experiments**, but there are also many other things to do. We must constantly repair things on the space station to keep them from breaking. Sometimes, we must go outside the space station, which is what we call a "spacewalk". We also have to exercise for two hours every day to keep our muscles strong.

Student: What is daily life like? Do you sleep and bathe the same way as on Earth?

Astronaut: Even the simplest things can be difficult in space. For example, we have to tie ourselves to our beds when we sleep, so that we don’t float away. There are no showers or bathtubs - we have to bathe ourselves with a wet washcloth. We cannot eat things that fall apart easily, because small pieces of food can float away and damage small machine parts.

- Imagine that a group of astronauts has asked you to help them start a settlement on a different planet. If you join them, you cannot return to Earth. Would you agree or refuse? Why? Write a letter responding to them.

Review: Conditional Sentences

Conditional sentences are used to talk about what could happen, what might have happened, or what we wish would happen. All conditional sentences have two parts: the **main clause** and the **if clause.**

Zero Type	If + Simple Present + Simple Present	If it rains, the grass gets wet.
Type One	If + Simple Present + Simple Future	If you don't hurry, you will miss the train.
Type Two	If + Simple Past + Present Conditional	If you went to sleep earlier, you would not be so tired.
Type Three	If + Past Perfect + Perfect Conditional	If you had worked harder, you would have completed the project by now.
Mixed Type	If + Past Perfect or Simple Past + Present Conditional	If I had studied harder in school, I would have a better job now.

- Complete the following conditional sentences with the words in parentheses.

Zero Type

1. When autumn ____ (come), the leaves ____ (fall) from the trees.
2. If water _____ (reach) 100 degrees, it _____ (boil).
3. The car ___ (stop) when you ____ (press) the brakes.

Type One

4. If you don't _____ (apologize), I ____ (not/speak) to you again.
5. If Mary ____ (invite) me to the party, I ___ (go).
6. If you ____ (jump) into this river, you _____ (hurt) yourself.

Type Two

7. If he ____ (wake up) earlier, he ____ (not/be) late.
8. If you _____ (call) your parents more often, they _____ (be) a lot happier.
9. If I ____ (meet) the president, I ____ (ask) for his autograph.

Type Three

10. If the boys _____ (take) the bus to school, they _____ (arrive) on time.
11. If you ____ (bought) fresh vegetables, your salad ____ (taste) better.
12. If Mahir ____ (learn) more vocabulary words, he ____ (write) a better report.

- Complete the conditional sentence.

1. If you study hard in school, _____.
2. When you heat ice, ______.
3. If you eat too much food, ______.
4. If you break the law, ________.
5. If he was accepted to university, _____.

- Match the clauses to form a complete sentence. Write the sentence in your notebook.

I wear my rain coat	the television doesn't work.
If you take good care of your car,	I would call the office and tell them you will be late.
If there is no electricity,	if they had arrived earlier.
The door will unlock	it will not break down.
If Lisa had looked in the fridge,	you would not have gotten in trouble at school.
If I were you,	when it rains.
The police would have caught the thief	if you had spoken more slowly.
If you had done your homework,	if you press the green button.
Imran would have understood you	I would have gone to the party with Kelly.
If I wasn't sick,	she would have found the milk.

Lesson Plan Distribution for the Academic Year

The week / The month	The first week	The second week	The third week	The fourth week
September			Unit 1	Unit 1
October	Unit 2	Unit 2	Unit 3	Unit 3
November	Unit 4	Unit 4	Unit 5	Unit 5
December	Unit 6	Unit 6	Unit 7	Unit 7
January	Unit 7	**Evaluation**	**Holiday**	**Holiday**
February	Unit 8	Unit 8	Unit 9	Unit 9
March	Unit 10	Unit 10	Unit 10	Unit 11
April	Unit 11	Unit 11	Unit 12	Unit 12
May	Unit 12	**Evaluation**		